

**MONONA GROVE SCHOOL DISTRICT**  
**Position Description**

**Position Title:** Mathematics Coach

**Department/Location:** Curriculum and Instruction Department

**Reports To:** Director of Instruction

**Employees Supervised:** None

**POSITION SUMMARY:**

Under the direction of the Director of Instruction, the mathematics coach is a highly qualified educator who is knowledgeable about mathematics curriculum and instruction and is able to support the mathematics learning of all students by fostering instructional excellence throughout the district. The coach delivers professional development, observes teachers, provides coaching, models instructional and assessment strategies, and provides feedback that improves mathematics instruction as the means of increasing student learning.

**PERFORMANCE RESPONSIBILITIES:**

This position description is not intended to be an exhaustive list of all duties, knowledge or skills associated with this position, but is intended to accurately reflect the essential job elements. Any combination of the job functions shown below may be performed.

**Essential Functions**

1. Assist classroom teachers in addressing learning challenges in individual classrooms through modeling, co-teaching, providing feedback, and facilitating grade-level or department teams.
2. Assist teachers with implementing effective mathematics instructional strategies that respond to diverse learners' needs.
3. Assist with coordinating, designing, and delivering professional learning opportunities for all staff, ensuring that a variety of models are used.
4. Deepen teachers' content knowledge and ensure alignment of the written, taught, and tested curriculum.
5. Serve on school leadership teams to help coordinate school improvement efforts.
6. Model continuous learning as adult learners.
7. Introduce teachers to new methods, materials, and instructional strategies that, through research, have proven to increase student achievement.
8. Provide training to increase high-quality classroom instruction and appropriate use of support staff.
9. Monitor and evaluate assessment data to determine improvements in instructional practice and student achievement.
10. Assist teachers in developing sound, defensible procedures for assessing student progress and for reporting that progress to students and parents in a timely manner.

11. Periodically review the implementation of assessment procedures.
12. Support classroom teachers in long-and short-range planning (co-planning) for increased student achievement.
13. Develop each teacher's capacity to serve as a model of high-quality mathematics instruction.
14. Build the mathematics program by using its strengths and reducing its weaknesses.
15. Meet with supervisor regularly to discuss progress in achieving goals tied to the coaching role.
16. Complete other duties as assigned.

## **QUALIFICATIONS:**

### Experience, Training, and Licensure

1. Valid Wisconsin Department of Public Instruction Teaching License required.
2. Valid Wisconsin Driver's License required.
3. Minimum of five years of successful teaching experience as evidenced by exemplary performance reviews required.
4. Master's degree in Education or closely related field preferred.
5. Training or experience with peer coaching or instructional mentoring preferred.

### Knowledge, Skills, and Abilities

1. Knowledge of mathematics content and pedagogy.
2. Excellent verbal and written communication skills.
3. Ability to use instructional technology in a variety of settings including peer coaching.
4. Ability to establish and maintain positive relationships with administrators, teachers, students, and parents.
5. Evidence of ability to organize and analyze data (formative, interim and standardized) to make instructional/implementation decisions.
6. Proficient in problem solving.

## **WORKING CONDITIONS:**

### Work Environment

1. Indoor office environment.
2. Continuous contact with staff, students, and the public.

### Physical Tasks

1. The person in this position needs to be able to move about inside the school to visit classrooms and attend meetings outside of his/her office.
2. The person in this position must be able to remain in a stationary position 50% of the time.

3. The person in this position must be able to operate a computer and other office productivity machinery, such as a copy machine and computer printer.
4. The person in this position must be able to converse with administrators, teachers, students, and parents, and must be able to exchange accurate information with such individuals.
5. The person in this position must be able to observe teachers in their classrooms.
6. The person in this position must be able to provide oral and written feedback.

*Disclaimer: This position description is subject to change at any time.*

**Last Updated: April 27, 2016**